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ABSTRACT

The manual sets forth regulatory and procedural guidelines for serving exceptional students in Department of Defense Dependents Schools (DoDDS). The following topics are among those addressed: referral procedures: case study committee: assessment, evaluation, and placement procedures: descriptions of programs for exceptional children and youth (including those for severely handicapped, mildly handicapped, and gifted and talented): progress reporting (grades and individualized education programs): responsibilities of resource educators: and transfers and compassionate reassignment. Appended are sample forms, guidelines, and charts. Procedures are explained to be directed toward compliance with recent special education legislation. (CL)

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PROGRAM GUIDE FOR EXCEPTIONAL CHILDREN AND YOUTH

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

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PROGRAM GUIDE FOR EXCEPTIONAL CHILDREN AND YOUTH

JULY 1, 1979

SEP 2 1980

FOREWARD

The Department of Defense Dependents Schools (DoDDS) Special Education Task Group, comprised of representatives from the Atlantic, Pacific, and European regions, convened in the DoDDS office in Alexandria, Virginia, during March 12-23, 1979.

The purpose of the task group meeting was to develop regulatory and procedural guidelines for a quality program and service to exceptional students in DoDDS.

The enclosed guidelines, with support documents, are intended to improve learning opportunities for exceptional students and encourage alternate teaching/learning styles and modalities.

The DoDDS procedures for identification, assessment, and program placement of exceptional children and youth are designed to comply with recent special education legislation and be consistent with sound educational practice.

The guidelines are designed to assist DoDDS pesonnel in developing and implementing appropriate programs and services for exceptional children and youth.

Anthony Cardinale

Anthony Cardinale
Director

CONTENTS

CHAPTER		Page
I.	Introduction	1
	A. Purpose	1
	B. Definition of Terms Unique to Guide	1
	1. Special Education	1
	2. Exceptional Students	1
	3. Related Services	1
	4. Individualized Education Program	1
	5. Programs for the Mildly Handicapped	1
	6. Least Restrictive Environment	2
	C. Program Limitations	2
	D. Statement of General Functions	3
II.	Referral Procedures	4
	A. Identification/Prereferral Procedures	4
	B. Referral Process Steps	5
	1. Initiation of Referral	5
	2. Referral Route	5
	3. Parent Contact	5
	4. Permission to Assess	5
	5. IEP Development	7
	6. Finalizing the IEP	7
	7. Implementation of the IEP	8

Page

8. Review of Student Progress 8

C. Case Study Committee (CSC) 8

1. Identification of Special Needs Students 8

a. Identification of Exceptionality 8

b. Assessment of Extent of Exceptionality 8

c. Development of IEP 8

d. Monitor Implementation of IEP 8

e. Review of IEP 8

2. Other CSC Responsibilities 8

a. Use of Other Resources 8

b. Lack of Local Service Capabilities 8

c. Guidelines: Suspension or Expulsion 9

d. Guidelines: Double Promotion and Retention 9

3. Membership of CSC 9

a. Administrators 9

b. Counselors 9

c. Resource Educators 9

d. Classroom Teachers 9

4. Representatives from Community Agencies 9

5. Chairperson of CSC 9

6. Insufficient Personnel 9

7. CSC Meeting Dates 9

8. Personal Folders 9

	Page
III. Assessment, Evaluation, and Placement Procedures	10
A. General Guidelines	10
1. Nondiscriminatory Testing	10
a. Assessment Materials-Selection	10
b. Tests and other Evaluation Materials	10
(1) Native Language	10
(2) Validated	10
(3) Trained Personnel	10
c. Specific Areas in Addition to Single Intelligence Quotient	10
d. Student's Aptitude or Achievement Level ...	10
e. No Single Procedure	11
f. Multidisciplinary Team	11
g. Assessment in All Areas	11
2. Placement Procedures	11
a. Use of Various Sources	11
b. All Information Considered	11
c. Recommendation by Interdisciplinary Team ..	11
d. Placement in Least Restrictive Environment	11
e. IEP for Student	11
f. Annual Review of IEP	12
3. Individualized Education Program	12
a. Statement of Present Levels	12

Page

b. Annual Goals 12

c. Specified Education Services 12

d. Projected Date for Initiation 12

e. Objective Criteria 12

4. Reevaluation 12

B. Procedures for Evaluation 12

1. No Single Instrument 12

a. Review of Information 12

b. Interviews 13

c. Observations 13

d. Measurement 13

2. Other Characteristics 13

a. Physical Characteristics 13

b. Cognitive Ability 13

c. Educational Achievement Level 13

d. Social/Emotional Development 13

e. Native Language 13

f. Family History 13

g. Environmental Differences 13

h. Career Development Interests 13

3. Guidelines for Conducting Teacher Interviews ... 13

4. Guidelines for Conducting Classroom Observations 14

Page

IV. Description of Programs for Exceptional Children and Youth 15

A. Provision for Educational Services 15

B. Organizational Model 15

1. Special Day Schools: Number of Teachers Determined by: 16

a. Functional Level of Students 16

b. Range of Abilities 16

c. Degree of Structure 16

d. Range of Chronological Age 16

e. Number of Students 16

2. Full-Time Special Class 16

3. Part-Time Special Class 16

4. Regular Class With Resource Room 16

5. Regular Class With Supplementary Teaching 17

6. Regular Class With Consultation 17

C. General Placement Factors 17

1. Chronological Age 17

2. Procedures for Enrolling 18

a. Transferring Students 18

b. Identified Locally 18

D. Specific Programs for Exceptional Students 18

1. Programs for Preschool Developmentally Handicapped 18

a. Age Range 18

		Page
b.	Purpose	18
c.	Referral Source	18
d.	Criteria for Enrollment	18
2.	Programs for Severely Handicapped	18
a.	Population Served	18
b.	Program Goals	19
c.	Age Range and Placement Criteria	19
(1)	Behaviors	19
(2)	Maturation	19
(3)	Developmental Status	19
d.	Medical Examination	19
3.	Programs for Physically Handicapped	19
a.	Unique Physical Facilities	19
b.	Individualized Program	19
4.	Program for Deaf and Hard of Hearing	20
a.	Requirements	20
b.	Age Range	20
c.	Program Goals	20
d.	Otological Examination	20
e.	Other Diagnostic Data	20
f.	Placement in Regular Classes	20
5.	Programs for the Visually Handicapped	20
a.	Students Recommended for Services	20
b.	Program Goals	20

Page

c. Sources of Special Supplies 20

6. Programs for the Mildly Handicapped 21

a. Definition 21

b. Criteria for Placement 21

c. Service Delivery System 22

(1) Continuum of Services 22

(2) Use of Resource Rooms 22

(3) Use of Learning Center 22

(4) Use of Consultation Services 23

(5) Services at Middle or Junior High Schools 23

(6) Services at the High School Level 24

(7) Post High School 24

7. Programs for Communication Disorders 24

a. Priority 1: Communication Disorders Component 24

(1) Individuals Served 24

(a) Language Handicaps 24

(b) Articulation Problems 24

(c) Chronic Voice Disorders 24

(d) Dysfluency Problems 24

(e) With Other Handicaps 24

b. Priority 2: Communication Deviations Component 24

(1) Individuals Served 25

Page

(a) Mild Developmental Problems 25

(b) Cultural Differences 25

(c) Mild Hearing Loss 25

(d) Voice Deviations 25

(e) Developmental Fluency 25

(2) Provides Therapy 25

(a) Direct and Indirect 25

(b) Itinerant Basis 25

c. Priority 3: Communication Development Component 25

(1) Students Served 25

(2) Provides Maintenance 25

(3) Works With Parents and School Personnel 25

(4) Develops Instructional Programs 25

(5) Develops Listening and Speaking Activities 25

(6) Provides Demonstration and Consultation Services 25

d. Delivery Models for Speech Services 26

(1) Itinerant 26

(a) Traditional Program 26

(b) Intensive Block 26

(2) Resource 26

(a) Traditional Program 26

Page

(b) Lab Team Approach 26

(c) Consultation Approach 27

8. Program for Gifted and Talented 27

a. Definition 27

(1) General Intellectual Ability 27

(2) Specific Academic Aptitude 27

(3) Creative or Productive Thinking 27

(4) Leadership Ability 27

(5) Visual and Performing Arts 27

(6) Psychomotor Ability 27

b. Minimum Assessment Procedures 27

(1) Achievement Tests 28

(2) Intelligence Test Results 28

(3) Creativity Tests 28

(4) Recommendations and Nominations 28

(5) Documentation From Experts 28

c. Minimum Eligibility Criteria for Placement 28

(1) Achievement Test Scores 28

(2) Intelligence Test Scores 28

(3) Creativity Test Results 28

(4) Results of Nominations 28

(5) Documentations 28

Page

d. Program Alternatives 28

(1) Differentiated Curriculum 29

(2) Instructional Strategies 29

(3) Special Group Arrangements 29

(4) Learning Environment 29

9. School Health Services 29

a. Purpose 29

b. Requests for Medical Examinations 29

c. Limitations on Recommending Medications ... 29

d. Monitoring of Medical Programs 29

V. Progress Reporting 30

A. General Guidelines 30

1. Purpose for Records 30

2. Use of Progress Reports 30

B. Specific Guidelines 30

1. Based on Goals and Instructional Objectives 30

2. Ability Attainment Report 30

3. Transfer of Student Reports 30

4. Procedures of Seventh Grade 30

a. Individualized Education Program 31

(1) Instructional Objectives 31

(2) Method of Grading 31

b. Letter Grades 31

Page

c. Grade Cards 31

d. Certificates of Performance 31

e. Required Units of Credit 31

f. Excused From Subject Requirements 31

g. Credits for Cooperative Work Experiences 31

h. Student Transfers 32

VI. Resource Educator Responsibilities 33

A. Definition of Resource Educator 33

B. Responsibilities Common to All Resource Educators ... 33

VII. Transfers and Compassionate Reassignments 35

A. Transfer of Students 35

B. Recommendations for a Compassionate Reassignment 35

ANNEXES 37

A. Student Referral Form 38

B. Parent Permission for Assessment 40

C. Invitation to Parents to Attend Case Study Committee Meeting 42

D. Parent Request for a Hearing 43

E. Response to Parent Request for Hearing 44

F. School's Request for a Hearing 46

G. Individualized Education Program (IEP) 48

H. Guidelines for Teacher Interview 50

I. Guidelines for Observing Student Performance 51

Page

SUPPLEMENTS .....

1. Administrators Checklist for Monitoring Special Education Programs 52

2. Hearing Procedures Guidelines 54

CHARTS .....

1. Prereferral Flow Chart 4

2. Referral Flow Chart 6

3. Diagnosing Learning Style 14

4. Cascade System of Special Educational Services 15

CHAPTER I

INTRODUCTION

A. Purpose of special education services is to:

Provide the opportunities to enable each exceptional student in DoDDS to develop his/her potential to become a functioning member of society.

B. Definitions of Terms Unique to This Guide

1. Special education means individually prescribed instruction, related services, or special facilities which meet the unique needs of eligible handicapped or gifted and talented students and which modify, supplement, or are in place of the regular education programs. Special education includes instruction supplementing regular classroom instruction, instruction in physical education, home instruction, instruction in hospitals, institutions, special schools, and special meetings.

2. Exceptional students means those students evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally handicapped, orthopedically impaired, other health impaired, deaf-blind, multiply handicapped, or as having specific learning disabilities (ages 3-21), or as being gifted and talented (ages 5-18), and who, because of the nature of those conditions, need special education and related services.

3. Related services means transportation, and such developmental, corrective, and other supportive services, physical and occupational therapy, recreation, and medical and counseling services as may be required to assist an exceptional student to benefit from special education and includes the early identification and assessment of exceptional conditions of students.

4. Individualized Education Program (IEP) is a plan to provide educational service to the exceptional student that is developed cooperatively between parent and local school.

5. Programs for the mildly handicapped are for students who show a significant lack of development in the behaviors necessary for achievement in the various subject areas of the curriculum. Lack of achievement may be due to (a) educational retardation with or without deficits in information processing, and (b)

behavior disorders of a temporary nature which interfere with the thinking processes and/or the acquisition of knowledge. Students previously considered learning disabled or educable mentally handicapped are considered as mildly handicapped. Teachers of the mildly handicapped are also referred to as learning development teachers.

6. Least Restrictive Environment. To the maximum extent appropriate, exceptional students are educated with students who are not exceptional. Special classes, separate schooling, or other removal of exceptional students from the regular educational environment will occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. All students with mild handicaps are expected to be educated in regular programs, modified as needed, and supported by supplementary resource personnel and material as appropriate.

C. Program Limitations

1. Programs and services described in this manual are not available at all locations. Sponsors who are projected for an overseas assignment are responsible for making inquiry through their respective military channels to ensure that appropriate educational programs are available.

2. The educational services not available in the DoDDS overseas program include residential schools, hospital schools, and hospital treatment centers for handicapped students and/or their parents. Total family counseling services which require ongoing diagnostic or therapeutic treatment procedures are not available in most overseas military communities.

3. Specifically the following services or programs are not available at overseas locations:

   a. Those for students who are classified as legally blind and without sight who require instruction in Braille.

   b. Those for students who are medically diagnosed as being seriously emotionally disturbed and who require psychiatric support service.

D. Statement of General Functions of Programs for Exceptional Children and Youth

1. To identify and evaluate exceptional students enrolled and eligible for enrollment in DoDDS.

2. To use a multidisciplinary team to recommend educational program modification for exceptional students.

3. To provide an IEP for all exceptional students.

4. To provide parents an opportunity for involvement in the development of the IEP for their exceptional children.

5. To provide parents and students with the rights of due process regarding the education of the exceptional student.

6. To provide in-service training opportunities for DoDDS personnel to increase knowledge and skills regarding education for exceptional students.

7. To work cooperatively with other community agencies to provide quality service to exceptional students.

8. To provide special programs and services to exceptional students in the least restrictive environment.

9. To provide an ongoing evaluation of the IEP and a reevaluation of the students' eligibility at least every 3 years.

10. To modify instructional processes and materials to assist exceptional students in the attainment of objectives in the content areas.

CHAPTER II

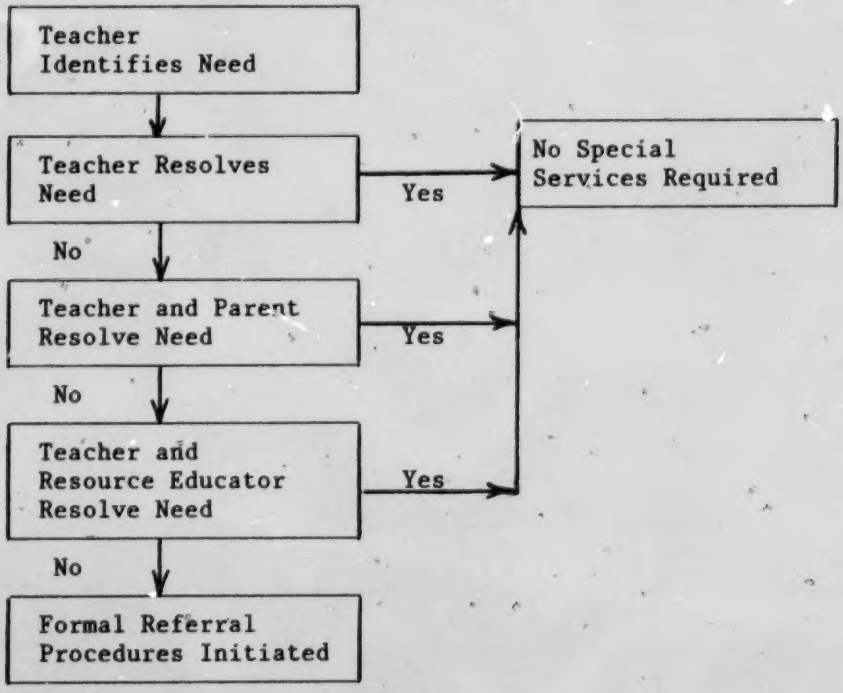
REFERRAL PROCEDURES

A. Identification/Prereferral Procedures

The majority of students with special concerns will be identified by the classroom teacher. However, identification may be initiated by anyone with knowledge of or concern for the student (including the student). Students with special concerns may include those with poor adjustment academically, behaviorally, and/or students in an inappropriate academic setting (e.g., gifted). In this initial identification stage, the teacher and parent confer to discuss possible modifications in the student's program. Further referral may or may not be necessary. The classroom teacher should make every attempt to use available resources to individualize instruction before initiating a referral. Resource educators should be used on a consulting basis whenever possible to achieve this goal.

Chart 1

PRE-REFERRAL FLOW CHART



B. Referral Process Steps

The referral process consists of eight steps as illustrated in the referral procedures flow chart (Chart 2):

Step 1. Initiation of Referral

The majority of children of special concern will be identified by the classroom teacher whose attention will be drawn to a child due to poor adjustment academically or behaviorally or one who evidences gifted and talented potential. However, referral may be initiated by the parent, family physician, or anyone with knowledge of, and concern for, the child.

Referral form Annex A

Step 2. Referral Route

Referral will be made through the principal or designee to a resource educator in cases where the exceptionality is clearly related to the skills of a particular specialist, e.g., a speech problem may be referred directly to the speech and language therapist. Resource educators, as a result of conducting school-wide screening programs (speech and hearing/reading), may select students for direct service. In other cases, the problem or the exceptionality may be less clear, resulting in a referral through the principal or designee to the Case Study Committee (CSC) chairperson.

Step 3. Parent Contact

Regardless of who is processing the referral, parents must be contacted and informed about the nature of the referral and the proposed assessment plan.

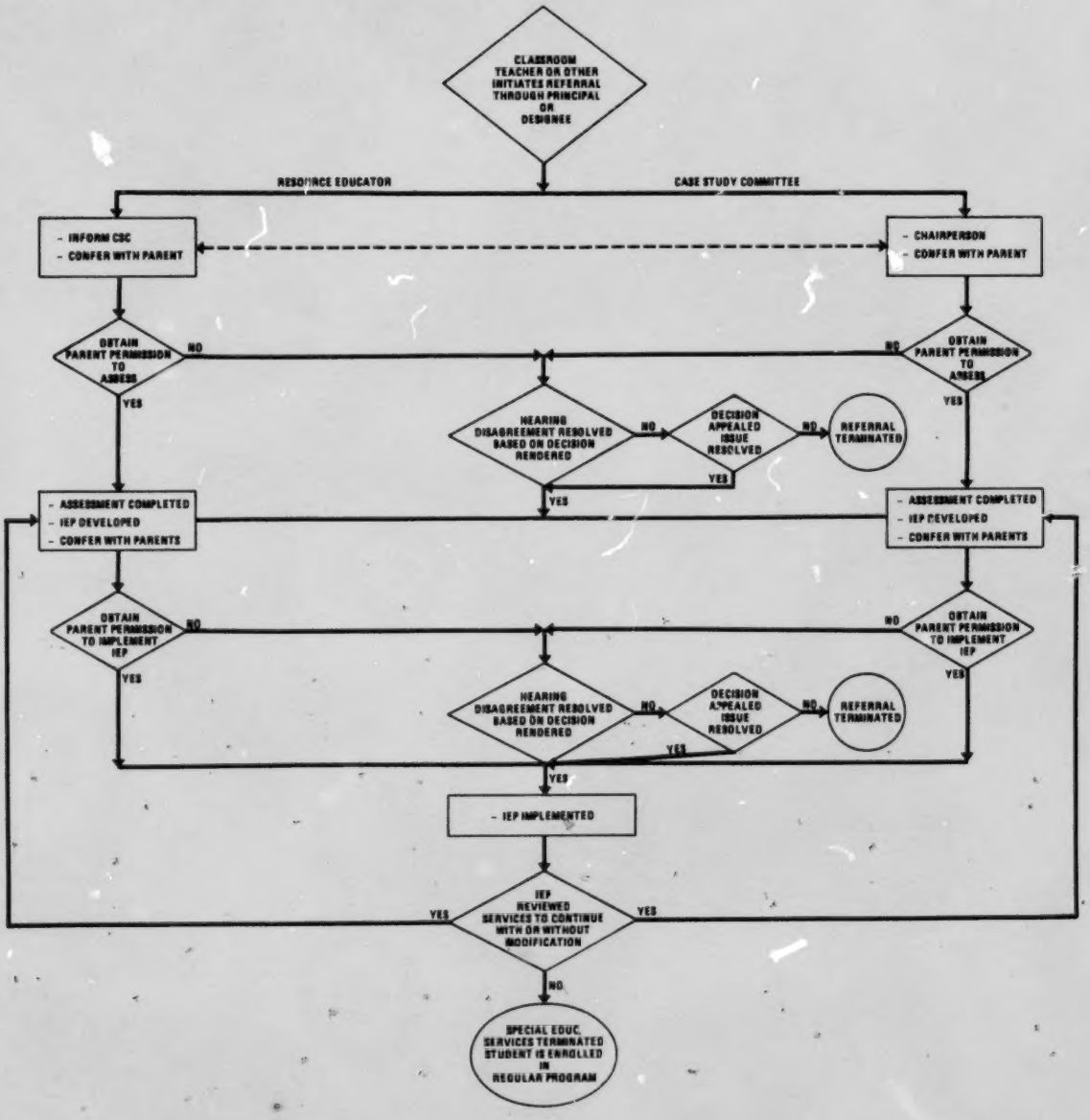
Step 4. Permission to Assess

Written permission to assess must be obtained from the parents. Parents are to be informed as to the type of assessment instruments to be used and possible use of the results.

Permission to Assess Annex B

CHART 2

REFERRAL PROCEDURE FLOW CHART



In cases where parents refuse to grant permission to assess, the school administrator may request a hearing in order to resolve the issue. The results of the hearing may be that (a) the school decides to drop the issue, (b) permission to assess is granted, (c) the request is modified and resubmitted, or (d) the issue is appealed to a higher level of authority.

Request for Hearing Annex D or F

Step 5. IEP Development

Following the completion of the assessment and evaluation based on the procedures outlined in the guide, a tentative IEP is developed. If parents cannot be contacted to finalize the IEP, the school must maintain documentation of this attempt.

Invitation to Parents to Attend Case Study Committee Meeting Annex C

Exceptional students who have been referred directly to a resource educator may be referred to the CSC for additional evaluation and IEP development. A copy of the IEP, developed individually by a resource educator, is to be forwarded to the CSC chairperson.

IEP Annex G

Step 6. The Finalizing of the IEP

Written permission to implement the IEP is obtained from the parent(s) and a review date is established.

In cases where parent(s) refuse to grant permission to implement the IEP, the parent or the school administrator may request a hearing in order to resolve the issue. Results of the hearing may be (a) that the school decides to drop the issue, (b) permission to implement the IEP is granted,

(c) the IEP is modified to the parents' satisfaction, or
(d) the issue is appealed to a higher level of authority.

Request for Hearing Annex D or F

Step 7. Implementation of IEP

Appropriate school personnel will implement the IEP. Slight modifications to include ongoing assessment activities may occur without obtaining additional permission from parents.

Step 8. Review of Student Progress

The student's progress will be reviewed at least twice annually by the resource educator and/or the CSC as projected on the initial IEP.

When a major modification of the original IEP is considered to be necessary, parent involvement to include written permission must be obtained prior to implementing the modification.

C. Case Study Committee (CSC)

1. The CSC will identify special-need students and recommend a procedure for the development of an IEP. The CSC has responsibilities to:

   a. Identify exceptionality.

   b. Assess extent of the exceptionality.

   c. Develop IEP.

   d. Monitor implementation of IEP.

   e. Review IEP.

2. Other responsibilities are to include the following:

   a. To use community, medical, and school resources that could facilitate the IEP.

   b. To use all available resources of the CSC before determining that a student's needs exceed local capabilities.

c. To assist administrators in establishing guidelines that include due process related to possible suspension or expulsion of students.

d. To assist administrators to make recommendations to parents with regard to double promotion, retention, or program modification.

3. CSC membership will normally be composed of:

a. Administrator (or designee).

b. Counselor.

c. Resource educators (e.g., psychologists, social workers, nurse, speech therapist, etc.).

d. Regular classroom teachers.

e. Other support personnel, as appropriate.

4. Parents and students will be invited to participate, as appropriate.

5. The chairperson of the CSC will be selected from the committee.

6. It is recognized that not all schools are staffed with the personnel listed in paragraph 3., above. In such cases, the committee should consist of those educators available who are most appropriate.

7. The CSC should meet on a regularly scheduled basis, approximately once a week. One of the purposes of the CSC is to provide a medium for communication between Pupil Personnel Services, administration, and faculty. Interested teachers should be encouraged to attend such meetings.

8. The personal folders, which contain all documents related to identification, assessment, evaluation, and educational programming of students with special needs, are to be maintained by the CSC chairperson or designee. Parents, and students who are over 18 years of age, have access to all information in the personal folders. Other personnel within the DoDDS agency with a need to know may also be authorized access to the personal folders by the school administrator.

CHAPTER III

ASSESSMENT, EVALUATION, AND PLACEMENT PROCEDURES

A. General Guidelines

The process which constitutes appropriate assessment and evaluation will vary among cases, both in depth and breadth, of information-gathering techniques used and professional disciplines involved. It is recommended that assessment be a multidisciplinary team effort-sharing expertise so that persons best qualified in specific areas do the evaluation of that area. It is advisable that as many resource educators as possible participate in the assessment in order to insure that it is thorough and accurate. There are many informal and formal assessment procedures and instruments for this purpose. Local schools will select appropriate instruments and develop evaluation procedures which meet the requirements outlined in the general guidelines.

1. Nondiscriminatory Testing. DoDDS will insure that:

   a. Assessment materials and evaluation procedures, used for the purposes of modification of the educational program or special placement of exceptional students, must be selected and administered so as not to be racially or culturally discriminatory.

   b. Tests and other evaluation materials:

      (1) Are provided and administered in the language or other mode of communication appropriate to the student.

      (2) Have been validated for the specific purpose for which they are used.

      (3) Are administered by trained personnel in conformance with the instructions provided by their producer.

   c. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

   d. Tests are selected and administered so as to best insure that, when a test is administered to a student with

sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purpo s to measure).

e. No single procedure is used as the sole criterion for determining an appropriate educational program for a student.

f. The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist, with knowledge in the area of suspected disability.

g. The student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social, and emotional status, general intelligence, academic performance, communicative status, perceptual, and motor abilities.

2. Placement and Procedures. In interpreting evaluation data and in modifying educational programs or making placement decisions appropriate DoDDS personnel will:

a. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, student's physical condition, social or cultural background, and adaptive behavior.

b. Insure that information obtained from all of these sources is documented and carefully considered. Students transferring from other school systems may be granted a temporary placement in special programs, if the records indicate special needs. However, it is recommended that assessment be initiated as soon as possible.

c. Insure that the placement recommendation is made by a interdisciplinary team, including parents and school personnel, persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

d. Insure that the placement decision is made in conformity with the least restrictive environment.

e. Insure that an IEP will be developed for the student.

f. Review each exceptional student's educational placement at least annually.

3. Individualized Education Program

The function of the IEP is to provide accountability. The document includes:

a. A statement of the present levels of educational performance of the student.

b. A statement of annual goals, including short-term instructional objectives.

c. A statement of specific educational services to be provided to the student and the extent to which the student will be able to participate in regular educational programs.

d. The projected date for initiation and anticipated duration of such services.

e. Appropriate objective criteria, evaluation procedures, and schedules for determining on at least an annual basis whether instructional objectives are being achieved.

The IEP is an agreement between parent and school to provide service based on the educational needs of the student.

This could include students in programs for speech and language, mildy handicapped, severely handicapped, and the gifted. The development of the IEP is a joint effort on the part of all school personnel involved in the educational process of a student.

4. Reevaluation for Eligibility for Special Education

DoDDS will insure that each exceptional student is reevaluated every 3 years, or more frequently if conditions warrant.

B. Procedures for Evaluation

1. No single instrument or evaluation technique will serve as the basis for educational decisions. Evaluation techniues will include:

a. A review of available information.

b. Interviews.

c. Observations.

d. Measurement.

The ultimate objective of evaluation is the development of an IEP.

2. The evaluation will consider the following characteristics about the student:

a. Physical characteristics.

b. Cognitive ability.

c. Educational achievement level.

d. Social/emotional development.

e. Native language.

f. Family history.

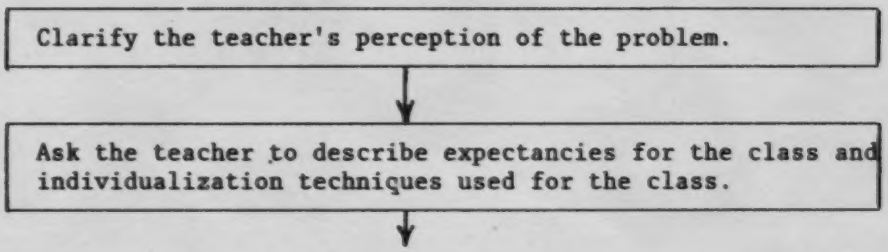
g. Environmental differences.

h. Career development interests.

3. Guidelines for Conducting Teacher Interviews

It is recommended that the resource educator who receives the referral will interview the student's teacher(s) to gather additional information as needed to clarify the teacher's perception of the problem. (See Annex H.) The components of the interview process are depicted below.

COMPONENTS OF INTERVIEW PROCESS


Clarify the teacher's perception of the problem.
Ask the teacher to describe expectancies for the class and individualization techniques used for the class.

Ask the teacher to describe expectancies for the special needs students and individualized techniques used for these students.

↓

1. Discuss additional methods for learning or grading which may include modifications and/or resource assistance.

2. Consider alternatives.

3. Schedule assessment, if needed.

4. Classroom Observations

One purpose for making classroom observations is to establish outstanding features of student's learning styles which impact upon achievement or behavior. Closely associated with the student's learning style is the style or method used by the teacher to implement instruction. Attention should be given to both student and teacher styles during the observation process. (See Annex i.) The following chart, from Educational Leadership, January 1979, pp. 238-244, is one example of the components of learning style which can be used to observe and discuss the characteristics that emerge from the observation of students:

CHART 3

Diagnosing Learning Style

Stimuli	Elements					
Environmental	Sound		Light		Temperature	Design
Emotional	Motivation		Persistence		Responsibility	Structure
Sociological	Peers	Self	Pair	Team	Adult	Varied
Physical	Perceptual		Intake	Time		Mobility

Designed by Dr. Rita S. Dunn, Dr. Kenneth J. Dunn

CHAPTER IV

DESCRIPTION OF PROGRAMS FOR EXCEPTIONAL CHILDREN AND YOUTH

A. Provision for Educational Service

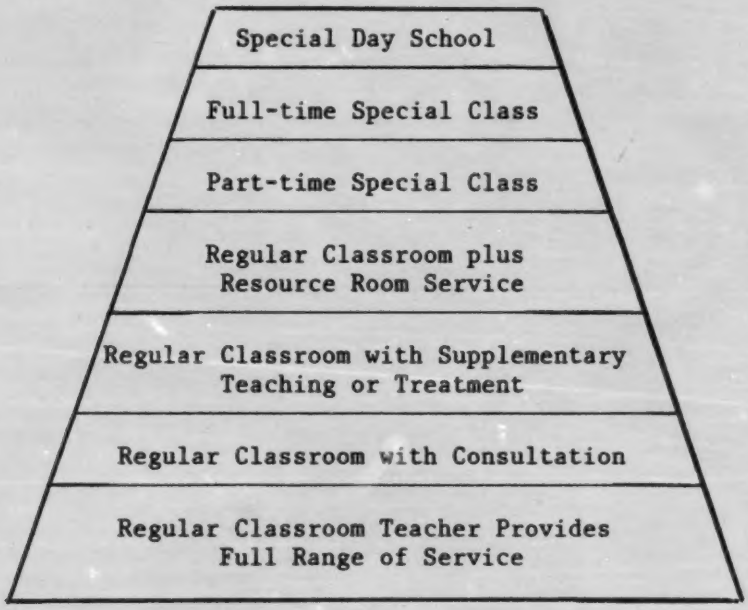
First-priority children are defined as handicapped children who are eligible for appropriate education in DoDDS and who are not presently receiving educational services.

B. Organizational Model

The Cascade System of Special Education serves as an organizational model for providing services for exceptional children.

Chart 4

*CASCADE SYSTEM OF SPECIAL EDUCATIONAL SERVICES


Special Day School
Full-time Special Class
Part-time Special Class
Regular Classroom plus Resource Room Service
Regular Classroom with Supplementary Teaching or Treatment
Regular Classroom with Consultation
Regular Classroom Teacher Provides Full Range of Service

* This is a modification of Deno's Cascade System of Special Education Services.

1. "Special day schools" have highly structured environments designed to meet the needs of exceptional students. Factors to be considered in determining numbers of students per teacher providing this service are:

   a. The functioning level of the individual student.

   b. The range of abilities within the group of students served.

   c. The degree of structure (environment, materials, and interaction) needed in teaching.

   d. The range of chronological age within the group of students served.

   e. The recommended number of students per teacher with a full-time aide providing this service is from 6 to 12 when the students are attending 100 percent of their school time.

2. "Full-time special class" refers to a program in which students spend 100 percent of in-school time in an environment other than the regular classroom. Some students may be integrated part-time into regular classrooms. The same factors listed above (a., b., c., d.), will impact on the number of students served at any one time. The recommended number of students per teacher providing this service is 8-18 with a full-time aide.

3. "Part-time special class" is that program in which 50 to 75 percent of the student's school time is spent in an environment other than the regular classroom. An additional factor impacting on numbers of students receiving this service is the amount of followup required to implement the educational plan in the regular classroom. The recommended number of students per teacher providing this service is 15-20 with a full-time aide.

4. "Regular classroom plus resource room service" is defined as programs in which 20 to 50 percent of the student's in-school time is spent in the resource room. All factors listed above impact on the recommended numbers of students receiving this service. The recommended number of students per teacher providing this service is 20-35 per week with a full-time aide.

5. "Regular classroom with supplementary teaching or treatment" is defined as programs in which a service is provided in a classroom to a student, group of students, or an entire class. The number of students at any one time is dependent on the skills being taught.

6. "Regular classroom with consultation" is defined as those programs for special students in which service is provided to the student's regular classroom teacher by the resource educator. This service may take many forms, such as program planning, material collection, location of training volunteers, or program evaluation.

C. General Placement Factors

1. Chronological age is the major criterion used to identify the initial placement level within any program for exceptional students whether it be on a short- or long-term basis. The following guidelines define placement, based on the student's age as of December 31 of the current academic year: (handicapped age 3-21, gifted and talented age 5-18).

Level	Age
Preschool	3 to 7
Elementary	5 to 11
Middle/Junior High	11 to 14
High School	15 to graduation
Post High School	Graduation to 21

Placement at the secondary level will vary, depending upon the grade structure of the school (middle, junior high, 7-12, and high school, 9-12).

Students do not change levels during the school year because they have a birthday. Rationale for exceptions to the age guidelines, referenced above, must be submitted in writing to the regional office, attention: Coordinator of Special Education.

All special education graduates are to receive regular diplomas. The transcript may reflect that the student was enrolled in a special program.

2. The procedures for enrolling students in one of the programs are:

   a. Students transferring from programs for exceptional students in CONUS or in DoDDS will be enrolled and evaluated at the local school, and

   b. Students identified locally will be processed through the DoDDS referral procedures.

D, Specific Programs for Exceptional Students

1. Programs for the Preschool Developmentally Handicapped

   a. These programs are for students from 3 through 6 years of age who have been medically diagnosed, or have visible handicaps and whose behavior(s) or developmental deficits are moderate to severe in nature. These handicaps may include mental retardation, maladaptive behavior, language and perceptual deficits, physical disabilities or combinations of these. These programs are generally half-day programs.

   b. The purpose of these programs is to provide flexible diagnostic, therapeutic, and counseling activities for handicapped students and their parents to better prepare the students for future educational programs.

   c. Preschool referrals are usually made by medical personnel. Medical data with specific recommendations for placement and programming should accompany the referral. While this source of data is of great importance to admissions, the final enrollment decision rests with the school principal, based on recommendation of the CSC.

   d. Determination for enrollment should be based on (a) the individual needs of the child, (b) the type of program offered, and (c) the modifications of environment, materials, and behavior management required.

2. Programs for the Severely Handicapped

   a. These programs are specifically designed to accommodate students with more severe physical, mental, and multiple developmental deficits which cannot be met by other programs.

b. The programs emphasize the attainment of the highest skill level of an individual who most probably will always require supportive services. Within the instructional program, the teachers will modify the environment and program to the characteristics of the individual and group.

c. Students enrolled in the programs must be of school age and functioning within the general boundaries of the program offered. Where preschool programs are located, the significant areas for determining placement of students are:

(1) Behavior:

The students exhibit maladaptive behavior(s) which in combination with low mental ability interferes with their academic and/or social functioning.

(2) Mental development or maturation:

The student's intellectual development and adaptive behavior including maturation, learning, and social adjustment are markedly delayed.

(3) Developmental:

The student exhibits difficulties in two or more of the following areas: vision, audition, speech, cognition, perception, or physical mobility, in addition to the above stated areas, and which are severe enough to impact on the total person.

d. A complete physical examination is required as part of the assessment procedures.

3. Programs for the Physically Handicapped

a. The programs are for students who require a special adaptation of physical facilities or unique instructional procedures.

b. Instructional activities are highly individualized with maximum integration of students into the regular school program. A current medical report from a physician presently treating the student is desired. Medical personnel from the local military hospital should be

asked to supplement therapeutic services to the extent possible.

4. Programs for the Deaf and Severely Hard of Hearing

   a. The deaf education programs are usually for students with a 60 decibel loss, or greater, of hearing in both ears in the normal speech range (500 to 3,000 cycles per second) with amplification.

   b. The programs include classes, resource room instruction, and mainstreaming components along a continuum of services from preschool through high school graduation and/or up to age 21, as needed.

   c. Total communicaiton is emphasized. The oral method is taught, and sign language and finger spelling is used to supplement and assist students in their learning activities. Small group and individualized methods are employed to offer a wide range of experiential activities.

   d. A current and complete otological examination by a physician is needed and should be requested at the time of enrollment and on an annual basis.

   e. Other diagnostic data should be gathered by the CSC with medical and school personnel.

   f. Hard of hearing students not diagnosed as deaf will be enrolled in regular programs and receive supplementary support services, as needed.

5. Programs for the Visually Handicapped

   a. Students with visual handicaps who are capable of using large print books, magnifying apparatus, talking books or who are independently proficient in Braille can be enrolled in any local school.

   b. The objective of educational programs for these students is to reduce the disabling effect of the handicap thereby enabling them to function within the regular classroom setting.

   c. School officials can acquire appropriate books, tapes, records, and other supplies through The Defense General Supply Center (DGSC) from one or more of the following sources:

1. American Printing House for the Blind
   1839 Franfort Avenue
   Louisville, Kentucky 40206

2. National Aid to Visually Handicapped, Inc.
   3201 Balboa Street
   San Francisco, California 94121

3. Stanwix House, Inc.
   3020 Chartiers Avenue
   Pittsburg, Pennsylvania 15204

4. Recording for the Blind, Inc.
   215 East 58th Street
   New York, New York 10022

5. State associations for the blind.

d. Office of Dependents Schools (ODS) will assist in the procurement of support materials where necessary.

6. Programs for the Mildly Handicapped

a. The programs exist for students who show a significant lack of development in the behaviors necessary for achievement in the various subject areas of the curriculum, as defined in DoDDS Matrix of Educational Objectives. Lack of achievement may be due to:

(1) Educational retardation with or without demonstrable deficits in information processing,

(2) Normal or above mental ability accompanied by specific deficits in the thinking process, or

(3) Behavior disorders of a temporary nature which interfere with the development of the thinking process (acquisition of knowledge, building intellectual processes, attitudes and values, and skills development).

b. The following criteria have been established for placement in a program for the mildly handicapped:

(1) Be 2 years or more below their peer groups in achievement in two or more development skills areas.

(2) Exhibit deficits in information processing which significantly interfere with skills acquisition. These can be exhibited through difficulty with visual, auditory, or tactile-kinesthetic input, verbal or motor output, or as problems in perceiving, coding, remembering, or performing conceptual operations.

(3) Displays consistent disruptive behavior that interfers with the learning process of self and others.

c. Service delivery systems.

(1) In elementary schools staffed with two or more learning development teachers, it is recommended that teachers of the mildly handicapped, also referred to as "learning development teachers," provide a continuum of services through a team of resource educators. Factors to consider in establishing the program are time needed away from the regular classroom, the structure and nature of an alternative classroom setting, ability range within the handicapped population, and pupil-teacher ratio as it relates to student needs for varying types of interaction.

(2) In elementary schools staffed with one learning development teacher, the program should be designed to provide resource room service to students assigned to regular classrooms. The primary responsibility for the student's curriculum rests with the classroom teacher. The learning development teacher may provide short-term teaching of basic skills and design learning experiences that address weaknesses or enhance strengths in individual information processing.

(3) In elementary schools having a learning development teacher and at least one other resource educator, a learning center may be established. In this model, the learning development teachers would not be expected to take on extensive consultation duties. The involvement in the learning center would depend on the number and severity of difficulties of the students seen in the learning center. The learning development teacher would provide full-or part-time educational programs for some students and may function as a resource teacher for others.

(4) For small schools having students with learning handicaps, consultative service from resource educators, based at a larger school, may be provided. This service may take several forms:

(a) The learning development teacher may make an initial visit to a small school to assess learning difficulties and make program recommendations which can be carried out by the on-site classroom teacher with occasional consultative visits or telephone calls. Written permission must be obtained from the parents prior to the assessment activities.

(b) The learning development teacher may make periodic visits to the small schools to assist in remediation and ongoing evaluation.

(c) By appointment, the parents may bring the student to the large school complex for assessment service.

(d) The learning development teacher may assist in developing volunteer tutoring programs.

(5) At the middle or junior high schools, at least two program options exist:

(a) The primary emphasis for direct instructional intervention will be at the elementary level. Services provided may include assessment of skill levels, assessment of information processing strengths or weaknesses, and the development of an educational program for use by regular classroom teachers. The learning development teacher in an elementary-junior high combination may serve as a consultant to the junior high school.

(b) A full-time learning development teacher may be assigned to the school and will establish a resource room program. All exceptional students will be enrolled in regular classes but may receive instruction in the resource room or through consultant services in the regular classroom.

(6) At the high school level, the full-time learning development teacher will operate a resource room program. The cooperative work experience (CWE) and/or career information teachers at the secondary level are responsibile for coordinating work experience and post-graduate job placement services for the handicapped. The learning development teacher will assist those specialists in program planning, placement, and followup for students with special needs. All students in learning development programs will be enrolled in regular classes.

(7) At the post high school level, an individualized education program shall be written for exceptional students who require counseling and additional career development services. Such services may be part time, and training may be provided in the school or at the job site. The goal for every student is to be gainfully employed in a full-time position.

7. Programs for Communication Disorders

The communication disorders program has three components. The standards of eligibility are established not to exclude students from the communication disorders program, but to insure that therapy is provided for those children from whom maximum improvement can be expected. Each student should be given priority for service based on these components:

a. Priority 1 - Communication Disorders Component:

(1) Serves individuals with

(a) Severe language handicaps involving disordered syntax, limited vocabulary (due to other than cultural differences) or auditory processing problems.

(b) Severe articulation problems.

(c) Chronic voice disorders.

(d) Problems of dysfluency.

(e) Speech and language as they relate to other handicapping conditions.

b. Priority 2 - Communication Deviations Component

(1) Serves individuals with

(a) Mild developmental articulation problems.

(b) Language problems associated with cultural differences.

(c) Mild hearing loss requiring minimal rehabilitation.

(d) Mild functional voice deviations that are transitory in nature.

(e) Mild developmental fluency.

(2) Provides therapy

(a) Directly or indirectly to stimulate and/or improve communication skills and competencies.

(b) On an itinerant basis to individuals in regular or special classroom placement.

c. Priority 3 - Communication Development Component

(1) Serves students in the classroom.

(2) Provides for development and maintenance of maximum competence in communication.

(3) Works with parents and school personnel in the prevention of communication disorders.

(4) Develops programs to teach pupils about communication processes.

(5) Develops activities for improving listening and speaking skills and other communication competencies for children in preschool, regular classes, and special education classes.

(6) Provides consultation and demonstration to teachers to: teach concepts and techniques for the development of communication skills and understand different ethnic and cultural linguistic patterns of children.

d. Delivery Models for Speech Services

(1) Itinerant

In some instances, speech therapists in the DoD school system have been assigned to serve more than one school. At least two alternative delivery models are available.

(a) Traditional: An equal amount of time is spent at each school or a percentage of time appropriate to the size of the school population.

(b) Intensive Block: The therapist schedules children at one selected school intensively for a period of time determined by the number of schools served (one-half year if two schools are served and one-third year if three schools are served). The schools not scheduled may be visited for one-half day per week or a minimum amount of time. At the end of this time period, the caseload at the previously served school is dropped, with the exception of returning there for a minimum amount of time each week for followup.

(2) Resource

In most instances, therapists in the DoD school system have been assigned to serve only one school. At least two alternative delivery models are available at the therapist's discretion.

(a) Traditional: In this setting the therapist identifies and serves children needing speech and/or language therapy, schedules them as intensively as deemed necessary, and works cooperatively with other resource educators on the staff, but not necessarily within the same physical setting.

(b) Lab Team Approach: Specialists in some of the DoD schools have developed a team approach to serving children in need of more than one resource person's services. In this approach, the therapist combines efforts with other educators and works at least a portion of each day (or selected days) in a setting which

involves team teaching, learning centers, rotating small groups, or a combination of the three. This system eliminates the problem of individual children being scheduled to leave their classroom three or four times daily to see the necessary specialists. Students can be scheduled to spend from 20 minutes to one and one-half consecutive hours in the lab setting as deemed necessary by the severity of the problem(s) and the number of services needed. The therapist may choose to "traditionally" schedule the remainder of the day (or days) serving children who are not in need of other specialists' services.

(c) Remote schools should receive screening services from resource personnel assigned to larger schools. It is not feasible to provide a full-time speech therapy program at such locations; therefore, consultative services should be provided to teachers, paraprofessionals, volunteer tutors, or parents to carry out objectives developed in the IEP.

8. Program for Gifted and Talented

a. Definition. Gifted and talented students are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance in any of the following areas, singly or in combination:

(1) General intellectual ability.

(2) Specific academic aptitude.

(3) Creative or productive thinking.

(4) Leadership ability.

(5) Visual and performing arts.

(6) Psychomotor ability.

b. Minimum Assessment Procedures. In order to qualify a student for full-time placement in a program for gifted and talented, three or more of the following five listed methods must be used in the assessment procedure:

(1) Achievement test scores.

(2) Intelligence test results.

(3) Creativity tests.

(4) Nominations, observations, and recommendations of teachers and other school personnel.

(5) Documentation from experts in a given field (e.g., art, music, drama, etc.).

c. Minimum Eligibility Criteria for Placement. In addition to the required documentation that the student's needs cannot be provided for with regular classroom instruction on a full-time basis, the student must meet three or more of the following criteria:

(1) Scores on standardized achievement tests at or above the 98th percentile in the majority of areas tested.

(2) Scores on an individual intelligence test at or above the 98th percentile.

(3) Results of creativity tests or other assessments indicating potential ability in areas of creative and productive thinking, advanced insight, outstanding imagination, innovative or creative reasoning ability, advanced perception of cause and effect relationships, or ability in problem-solving or abstract concepts.

(4) Results of nominations or documented observations by two or more persons with expertise in areas of academic or nonacademic endeavors, and could include demonstrated or potential ability in leadership, mechanical, motor, or manual dexterity of student assessed.

(5) Documentation from one or more experts in a given field such as art, music, drama, speech, language (debate and oratory) or other performance areas in visual/performing arts.

d. Program Alternatives

Educational programs for the gifted/talented should reflect:

(1) A differentiated curriculum which denotes higher cognitive concepts and processes.

(2) Instructional strategies which accommodate the learning styles of the gifted/talented and curriculum content.

(3) Special group arrangements which include a variety of administrative procedures appropriate to particular students.

(4) An environment, such as the learning resource center, which encompasses a variety of human and material resources.

9. School Health Services

a. The purpose of the school health services is to provide first-aid and emergency care, as well as a health education program as part of the curriculum.

b. At the recommendation of the CSC, the school, through the parent, may request a medical examination for the student in question. A letter to the medical personnel should be developed by the school, with the input from the teacher and appropriate resource persons, describing the reason for referral. This letter should be hand-carried by the parent to the appointment.

c. School personnel are not authorized to recommend to parents and physicians that students be placed on medication. The classroom teacher should maintain anecdotal notes on students taking medication, notating any changes in behavior. School personnel are not required to give medication or take the responsibility to see that medication is taken by a student. This is the primary responsibility of the parents and physicians.

d. The monitoring of medical programs to include physical therapy, occupational therapy, and drug therapy is the primary responsibility of the parents and physician. When students are on medication or receiving other types of therapeutic "home" programs, it is recommended that a conference be arranged at the school or medical facility with the parents, school health nurse, classroom teacher, and physician to discuss implications, behavioral symptoms, observations, etc.

CHAPTER V

PROGRESS REPORTING

A. General Guidelines

There are two major reasons for maintaining a comprehensive and consistent record of student progress:

1. A record is needed by the classroom teacher to assist in the evaluation of pupils. The first recording represents a point of reference with which to measure specific performance after a period of instruction.

2. A progress report is essential to communicate with parents and is used in parent-teacher conferences to explain the nature and purpose of the instructional program.

B. Specific Guidelines

1. Progress reporting is based on the goals and instructional objectives of the individualized educational program designed for the exceptional student. The progress report is maintained on handicapped students receiving special services for any part of the school day. When a student is transferring to another school within DoDDS, the progress report should be hand-carried by the parent to the receiving school.

2. The "Ability Attainment Report," Teacher's Guide for Exceptional Students and Youth, (Change 2, USDESEA PAM. 352-623) is one recommended progress report for elementary grade levels.

3. Students transferring outside of the system should have a progress report completed and sent with their parents to the receiving school. The progress report will identify the "beginning" and "completed" dates (month and year) of instruction as specific abilities. It will include any additional instructional objective derived for the student and/or any narrative comments describing information processing, interaction, type of environment, materials, or methods which have proven successful in implementing the student's educational program.

4. Beginning at grade seven, it is necessary to reflect the course and the credit given for each period of instruction on the transcript. The process of collecting and recording

grades should be consistent with procedures used for all students. The procedures are:

a. When developing the IEP, the classroom teachers and the resource educator determine:

   (1) Instructional objectives for students in each subject.

   (2) Method for grading - pass/fail or traditional letter grades (A, B, C, D, E, and F) which indicate whether or not the student has successfully met the specific instructional objectives of the IEP. When the student is failing, a review of the IEP for the appropriateness of objectives and/or placement in the course should be conducted.

b. Letter grades are reported to the office which has the administrative responsibility for collecting and recording grades on transcripts.

c. Grade cards are given to each student. In the resource room, the credits earned by the student would correspond to the number of hours the student spent in the specific activities. Sometimes the resource room instruction and grade compliments the regular class subject that the student is enrolled in and is developed mutually by the resource room teacher and the classroom teacher.

d. In some subjects the students may receive certificates of performance. In these cases the student would usually receive a "P" for passing and the correct number of credits.

e. Each student should receive a minimum of 5 units of credit each school year and is eligible for graduation after 4 years when the required number of credits is earned.

f. Exceptional students are expected to receive a vocational education when they are not capable of pursuing adademic subjects due to retardation or more severe learning disorders. They may be excused from any subject requirement in order to have full access to more relevant courses of study.

g. Credits for Cooperative Work Experience should correspond to the number of hours the student is working on the job during school hours.

h. When a student transfers to another school, the IEP and an ability attainment report should be hand-carried by the parent to the receiving school. The transferring record should include any additional instructional objectives derived for the student and/or any narrative comments describing information processing, interaction, type of environment, materials, or methods which have proven successful in implementing the student's educational program.

CHAPTER VI

RESOURCE EDUCATORS' RESPONSIBILITIES

A. Resource educators are:

1. Special education teachers of the:
   a. Preschool Handicapped
   b. Physically Handicapped
   c. Mildly Handicapped
   d. Severely Handicapped
   e. Hearing Impaired
   f. Visually Impaired
   g. Gifted and Talented
2. Speech and Language Therapist
3. School Counselor
4. School Psychologist
5. Social Worker
6. Health Nurse
7. Reading Improvement Teacher
8. Career Information Teacher
9. Cooperative Work Experience Teacher

B. Responsibilities common to all resource educators are to:

1. Participate in the referral process
2. Participate in the following assessment activities to evaluate students:

a. Determine functional levels in psychomotor, cognitive, and affective development.

b. Examine individual learning styles through teacher interviews and student observations.

c. Analyze the impact of the home, school, and community environment upon the student.

3. Participate in the activities of the CSC, as appropriate.

4. Participate in the development of individualized instructional programs to provide:

   a. A structured environment which is conducive to diagnostic prescriptive teaching.

   b. Instruction geared to individual needs which are determined through assessment and evaluation of the student.

   c. Opportunities for students to receive instruction in the most appropriate learning environments.

5. Coordinate with parents, school, and community personnel to provide exceptional students with maximum opportunities for integration with nonhandicapped students.

6. Provide ongoing progress reports to communicate achievement of students to parents and school personnel.

7. Participate, as appropriate, in routine and annual reviews of the individualized education program.

8. Coordinate support with medical personnel for evaluation, treatment, consultation, and parent/student counseling.

9. Provide itinerant services as assigned which may include assessment, instruction, counseling, or consulting activities.

10. Train and technically supervise education technicians (aides), when assigned.

CHAPTER VII

TRANSFERS AND COMPASSIONATE REASSIGNMENTS

A. Transfer of Students

1. When an educational program is recommended that involves a student's enrollment in another school and no relocation of parents is required, it is the responsibility of the administrator of the sending school to plan for the orderly transfer.

2. Sending schools have responsibility to share CSC information with personnel in the receiving school prior to the move.

B. Recommendation for a Compassionate Reassignment

1. When the educational program involves a recommendation for compassionate reassignment of the family, the following procedures apply:

   a. If, after the initial educational plan has been implemented, and there has been adequate time for evaluation, and the CSC determines that the school cannot provide the needed program, the principal will contact the regional coordinator, special education, for confirmation and recommendations.

   b. The principal will hold a conference with the parents to review all information used by the school to make the compassionate reassignment recommendation and provide the parents with a list of locations within DoDDS or CONUS where their student's needs can be met.

   c. Parents will have the right to review and use all information collected by the school to make the recommendation as well as have the right to involve a neutral party (chaplain, physician, lawyer, or educator) in deciding on the appropriateness of the program for the child. The final decision to initiate a request for compassionate reassignment is the responsibility of the sponsor.

   d. When parental consent is obtained for a transfer to a school within DoDDS, the principal will contact the possible receiving school and inform the parents of the procedures the receiving school has established for processing the transfer. In those instances of a transfer

to a non-DoDDS school in overseas locations or to CONUS, the principal will provide the parents with all information relating to the special program specified.

e. The principal will prepare a letter for the military sponsor, supporting the request for compassionate reassignment, to include the educational evaluations as well as the recommended educational program.

f. The military sponsor submits the information to his commanding officer with a request for compassionate reassignment. If the commanding officer approves, these are sent through the military chain of command for final action. Although DoDDS personnel are requested to confirm that the student's educational needs cannot be met at the present school, final authority for compassionate reassignments rests within the military personnel division.

g. The local school is still responsible for implementing the educational program to the extent possible for those students whose sponsors do not initiate the request for reassignment or in the event that the request is denied.

ANNEX

TABLE OF CONTENTS

			Page
Annex	A.	Student Referral Form	38
Annex	B.	Parent Permission for Assessment	40
Annex	C.	Invitation to Parents to Attend Case Study Committee Meeting	42
Annex	D.	Parent Request for a Hearing	43
Annex	E.	Response to Parent Request for a Hearing	44
Annex	F.	School's Request for a Hearing	46
Annex	G.	Individualized Education Program (IEP)	48
Annex	H.	Guidelines for Teacher Interview	50
Annex	I.	Guidelines for Observing Student Performance	51

Department of Defense Dependent Schools

STUDENT REFERRAL FORM

STUDENT'S NAME _____ GRADE _____

SCHOOL _____

TO: CSC CHAIRPERSON (Chairperson will disseminate referrals to other specialists as appropriate.)

1. General area(s) of concern for referral: (Check where appropriate)

   a. Speech/Articulation _____
   b. Language-oral/written _____
   c. Reading skills _____
   d. Subject matter difficulties _____
   e. Potential grade readjustment _____
   f. Social/Emotional behavior _____
   g. Health problems _____
   h. Gifted and/or talented _____

2. Specific statements on student's strengths and weaknesses _____

3. Other comments and information

Referred by: _____ Date _____

Assurance of parent notification:

Parents were contacted: by telephone _____
in person _____
by letter _____

Date : _____

Contacted by : _____

CASE STUDY ACTION FOR ASSESSMENT (To be used by Case Study Committee only)

Check as appropriate:

Counselor _____ Others _____
Psychologist _____ _____
Social Worker _____ _____
Resource Educator _____ _____

CSC CHAIRPERSON SIGNATURE DATE

CHECKLIST OF STUDENT ELIGIBILITY FOR PLACEMENT IN A PROGRAM FOR EXCEPTIONAL STUDENTS

This checklist indicates that the requirements for developing services for the student have been completed.

		Date Completed
1.	Initial referral for appropriate evaluations	_____
2.	Signed parent consent form to perform individual	_____
3.	Evaluations completed	_____
4.	Parents notified of date, time, and location of Case Study Committee Conference and invited to attend.	
	a. by written form which is on file	_____
	b. by telephone	_____
	c. response: yes _____ no ____	_____
5.	Case Study Committee convened and Individualized Educational Program completed.	_____
6.	Parents notified in writing of Case Study Committee recommendations (if not present at CSC).	_____
7.	IEP and Placement agreed to by parent as evidenced by parental signature.	_____
8	Checklist Verified by Administrator	_____

_____
Administrator's Signature

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

PARENT PERMISSION FOR ASSESSMENT

Dear _____: Date: _____

In order to provide your child, _____, with a more effective educational program, assessment information is required.

Your child has been referred for assessment for the following reasons:

_____

_____

_____

Our plan for assessment includes:

Type of Test/Procedure/Information	Proposed Date(s) of Assessment
_____	_____
_____	_____
_____	_____

Because of the sensitive nature of this information, all test scores and related information will be treated with complete confidentiality. Only you and authorized school personnel have the right to see and study all of the information in the student's school record. If you have any questions or if you wish to review your child's records, please contact the school.

_____
SCHOOL OFFICIAL

_____
Phone:

If this assessment shows that your child is eligible for specific education programs and services, we will ask for your assistance in preparing an individualized education.

If you agree to an assessment as described, please sign here and return to the school official indentified above.

_____ _____
(PARENT'S SIGNATURE) (DATE)

DUE PROCESS RIGHTS FOR PARENTS OF EXCEPTIONAL STUDENTS

These rights include:

1. The right of access to all recorded information about their child;

2. The right to refuse permission for a formal assessment of their child with the understanding that the local school may request a hearing to present its reasons to obtain approval to conduct the assessment;

3. The right to be fully informed of the results of a formal assessment and a description of how the findings of the evaluation are to be used, by whom, and under what circumstances;

4. The right to request that the school provide information about where an independent evaluation may be obtained;

5. The right to question proposed modifications of the regular instructional program for their child;

6. The right to request a hearing if dissatisfied with attempts by the school to resolve a difference of opinion regarding the education of the child; and

7. The right to a translator in order to accomplish any of the above if the primary language is not English.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INVITATION TO PARENTS TO ATTEND CASE STUDY COMMITTEE MEETING

_____
(Date)

FROM: Principal, _____
(Name of School)

TO: Parents _____
Name

A Case Study Committee (CSC) meeting has been scheduled to discuss an educational program for your child, _____. You are invited to attend this meeting yourself or to have someone represent you, such as a physician, minister, social worker, or teacher. If you wish, you may send any information you feel may be helpful in determining an educational plan for your child. Unless we hear from you, we will go ahead with the meeting and inform you of the results.

MEETING DATE _____

TIME _____

PLACE _____

_____
Principal

(please return bottom form)

Please check:

_____ I cannot attend the Case Study Committee meeting. You may proceed without me, and inform me of the results.

_____ I prefer to call and arrange another time to meet with the CSC.

Signature _____ Date _____

Name of Child: _____

PLEASE RETURN TO: _____

_____

_____
(To be filled out by school)

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

PARENT'S REQUEST FOR A HEARING

TO: Regional Director
THRU: Principal
SCHOOL: _____

FROM: Parent

1. I have met with representatives of the school and have discussed the recommendations of the Case Study Committee concerning the Individualized Educational Program for my dependent, _____. I disagree with the recommendation for placement/service.

2. I am requesting an impartial hearing on the appropriateness of the suggested Individualized Educational Program. I understand that I will be contacted as to the date, time, and place of the hearing at least five (5) days in advance. If desired, I, or my representative, may present results of an independent evaluation of my dependent at this meeting.

Parents' Names_____

Signature: _____ Date _____

Signature: _____ Date _____

Address: _____

_____

_____

Date Received: _____

Principal's Signature: _____

copy: Parents
Chairperson, Case Study Committee
Regional Director

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
RESPONSE TO PARENTS' REQUEST FOR HEARING

FROM: Hearing Office

TO: Parents _____
(Name)

_____
(Address)

Date _____

1. Your request for a hearing pertaining to the educational program for your child, _____, has been received. A hearing has been scheduled as follows:

   Date: _____ Time: _____

   Place: _____
   (Room and Building)

   Address: _____

   _____

2. You may wish to bring any written evidence of a medical, psychological, or educational nature for presentation at that time, and/or any person who you feel would be of help to you in expressing your concerns.

3. If there are questions or if there is a problem about the scheduled time for the hearing, please check with me immediately at _____.
   (Phone)

_____
Hearing Officer

Copy: Chairperson, CSC
Regional Director

HEARING PROCEDURES FORM

The hearing must be conducted by the region as determined by Department of Defense Dependents Schools (DoDDS).

The following are DoDDS Procedures for Hearing:

a. The hearing shall be a closed hearing unless the parents request an open hearing.

b. The parents shall have the right to a representative of their own choosing, including legal counsel. The region may also be represented by legal counsel.

c. Full opportunity for examination and cross-examination shall be accorded to each party.

d. The local school officals shall bear the burden of proof as to facts and as to the appropriateness of any intended actions.

e. A tape recording of the hearing shall be made and remain under control of the region. The record of the proceedings shall be available and provided to the parents, or representative, on request.

f. Pending a determination by the hearing officer, the school shall take no action to place, to deny placement, or to transfer the student.

g. The decision of the hearing officer shall be based solely upon the evidence presented at the hearing.

h. Within 30 days after the hearing, the hearing officer shall render a decision in writing. Such decision shall include findings of fact and conclusions of law. Copies shall be sent to the local school, regional director, and the parents.

*i. Within 10 days after a decision has been received, an appeal of the decision may be made to the Director, DoDDS, by either the parents or the local school representative.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

SCHOOL'S REQUEST FOR A HEARING

TO: Staff Judge Advocate
Address _____
Phone _____ Date _____

FROM: Principal
School _____

REGARDING: Student Name _____
Parents' Name _____
Address _____
Phone _____

1. An impartial hearing is requested for the following reasons:

_____
_____
_____
_____

2. The following informal actions have been taken to resolve this issue:

_____
_____
_____

3. A copy of the DoDDS Hearing Procedure Guidelines is enclosed.

4. Parents may contact the Judge Advocate's Office for assistance in obtaining legal counsel, if desired.

_____
Principal's Signature

Copies: Parents
Regional Director

HEARING PROCEDURES

The hearing must be conducted by the region as determined by the Department of Defense Dependents Schools (DoDDS).

The following are DoDDS Procedures for Hearing:

a. The hearing shall be a closed hearing unless the parents request an open hearing.

b. The parents shall have the right to a representative of their own choosing, including legal counsel. The region may also be represented by legal counsel.

c. Full opportunity for examination and cross-examination shall be accorded to each party.

d. The local school officals shall bear the burden of proof as to facts and as to the appropriateness of any intended actions.

e. A tape recording of the hearing shall be made and remain under control of the region. The record of the proceedings shall be available and provided to the parents, or representative, on request.

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g. The decision of the hearing officer shall be based solely upon the evidence presented at the hearing.

h. Within 30 days after the hearing, the hearing officer shall render a decision in writing. Such decision shall include findings of fact and conclusions of law. Copies shall be sent to the local school, regional director, and the parents.

*i. Within 10 days after a decision has been received, an appeal of the decision may be made to the Director, DoDDS, by either the parents or the local school.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
INDIVIDUALIZED EDUCATIONAL PROGRAM

STUDENT'S NAME _____ GRADE _____ SCHOOL _____ IMPLEMENTATION DATE _____

Program Goals	Present Level of Functioning	Personnel Assigned & Location	Instructional Objectives, Strategies and Materials	Time in Special Program

With reference to information obtained from the classroom teacher interview and student observations, etc., describe the student's primary learning style in terms of:

1. How the student best acquires information _____
_____
2. How the student best shows what has been learned _____
_____
3. How well the student retains information _____
_____
4. The nature and effect of any physical or behavioral restraints _____
_____

Date for projected 3-year re-evaluation _____

Signature:
CSC Chairperson _____ Signature: Parent _____ Date _____

Program Review: The first review of the IEP should occur within 6 weeks. Additional reviews should occur at least once annually.

Projected Review Dates	Date Reviewed		Comments
_____	_____	No significant changes Modifications Made; Parent Informed	_____
_____	_____	No Significant Changes Modifications Made; Parent Informed	_____
_____	_____	No Significant Changes Modifications Made; Parent Informed	_____
_____	_____	No Significant Changes Modifications Made; Parent Informed	_____
_____	_____	No Significant Changes Modifications Made; Parent Informed	_____
_____	_____	No Significant Changes Modifications Made; Parent Informed	_____

Place Original Copy in Student's Personal Folder.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
GUIDELINES FOR TEACHER INTERVIEW

It is recommended that the resource educator who receives the referral interview the teacher to gather additional information as needed to clarify the teacher's perception of the problem and complete this form and guidelines for observing student performance.

1. What are the major areas of concerns about this student?

2. In any skill area, list the most difficult task on which the student can successfully perform:

3. What are the three best skill areas of this student, and state the highest level of attainment in each:

4. What materials have proven most effective with this student?

5. What methods nave proven effective with this student?

6. What individualization techniques are you now using with this student, and what degree of success are you having with these techniques?

7. What are your expectations for the class?

8. What are your expectations for this student?

GUIDELINES FOR OBSERVING STUDENT PERFORMANCE

_____ _____ learns best when:
(Name of Student) (date)

INSTRUCTIONAL MODIFICATION

1. The task is broken down into easier steps.
2. More time is allowed to complete each step of a given task.
3. Practice is given on each step of a task.
4. Every requirement of a task is explained verbally.

INPUT

1. Every requirement of a task is demonstrated.
2. The child uses touch to clarify task requirements.
3. Movement of the child is used to clarify task requirements.

OUTPUT

1. The task can be completed verbally.
2. The task can be completed through actions (hand/body).

MEMORY

1. The task requires matching answers with an example.
2. The correct answer is present among other choices.

CONTROL OF STIMULI

1. The amount of material presented is reduced.
2. The material presented is simplified.
3. The material presented is structured.

DS Manual 2500.4

Program Guide for Exceptional Children and Youth

SUPPLEMENT #1

Administrator's Checklist for Monitoring
Special Education Programs
Department of Defense Dependents Schools

The following criteria should be used by school administrators, regional coordinators, and other school personnel to review special education programs as they relate to compliance feature of Federal law:

☐ 1. Is all information pertaining to the special student maintained in a manner that is secure and accessible only to parents and to authorized personnel "with a need to know"?

☐ 2. Does a procedure exist to guarantee that parents are informed in writing of:

a. their right of access to all recorded information regarding the education of their child,

b. their right to refuse permission for formal assessment of their child,

c. their right to be fully informed of the results of formal assessments,

d. their right to seek assessments from private agencies or professionals when not satisfied with the schools' assessment results,

e. their right to challenge any educational program proposed for their child,

f. their right to request a hearing if dissatisfied with attempts by the school to resolve a difference of opinion regarding the education of their child, and

g. their right to a translator if necessary in order to accomplish any of the above?

☐ 3. Have procedures been established for school personnel to coordinate with medical personnel concerning students with special medical problems?

☐ 4. Are DoDDS regulations being followed with regard to assessment procedures to include:

a. An individual personal file containing the results of all assessment documents;

b. An indication that parent permission was acquired prior to formal assessment and that they were provided an opportunity to receive a full explanation of the results; and

c. An indication that the assessment was multifaceted and appropriate to determine eligibility for special education services or placement?

☐ 5. Do the procedures guarantee parents the opportunity to participate in the development of the student's Individualized Education Plan (IEP) and placement to include:

a. Adequate notice of the CSC meeting to discuss the proposed educational plan, and

b. Proper notice of their right to disagree with any portion of the proposed plan?

☐ 6. Is the IEP properly completed, signed by a parent, and located in the appropriate personal file folder?

☐ 7. Is there evidence that the IEP's are being reviewed and that parents are notified when modifications are made?

DS Manual 2500.4

Program Guide for Exceptional Children and Youth

SUPPLEMENT #2

Hearing Procedure Guidelines*
Department of Defense Dependents Schools

1. The local school shall: (a) inform the parent of the opportunity to present complaints and examine all relevant records with respect to any matter relating to the identification, assessment, or educational placement of their exceptional child; and (b) provide a formal procedure for the parent to follow in presenting a complaint. (The term "parent" as used throughout these guidelines is intended to include, in the absence of a parent, a guardian or other person acting in "Loco parentis".)

Step 1 - Informal
Discussion of problem - parents, student's teacher, and school administrator.

Step 2 - Formal
Official hearing is established and conducted by the hearing officer, appointed by the local judge advocate office. Other participants will include parents, school representatives, and interested parties by invitations.

Step 3 - Formal
If Step 2 decision is appealed by either party, a hearing officer appointed by the Director, DoDDS, will review the entire hearing record and render a decision.

*This procedure will be used on a trial basis during SY 1979/80, then reviewed and modified accordingly.

Step 4 - Formal
If either party is dissatisfied with the decision rendered at Step 3, they have the right to file suit in a Federal district court.

2. THE RIGHT TO AN IMPARTIAL HEARING

a. DoDDS procedures will provide a hearing process that will include an objective review of the parent-school disagreement and an impartial decision resolving the dispute. Hearings may be convened when:

(1) The student is being considered for assessment, and permission is not granted by the parents.

(2) A modification in the regular instructional program is proposed by the school or has been requested by the parent, and there is a disagreement over the recommendation.

Nothing contained herein is meant to preclude other ways of consulting or conferring with parents or students. However, such consultations or conferences cannot be used in lieu of the due process hearing, when requested.

b. Schools' Request for a Hearing:

(1) If the parent refuses to grant permission for an evaluation or placement, of if he fails to return the permission form within 15 days of receipt of the notice of intent, the school shall have the right to request a hearing to (a) obtain approval to conduct an evaluation or (b) to proceed with the placement.

(2) If the school requests a hearing, a written notice will be provided to the parent in English and in the primary language of the home when necessary. This notice will be sent on the same day the request for a hearing is filed. The notice will include:

(a) Reasons for requesting the hearing,

(b) A description of the due process rights regarding hearing procedures,

(c) The address and telephone number of the military legal officer where the parent may obtain assistance in acquiring information regarding appropriate legal counsel, and

(d) A copy of the DoDDS hearing procedure guidelines.

(3) If no response is received within 20 days after the notice of request for a hearing is mailed to the parent, the school may participate in the hearing to obtain a decision to allow evaluation or services without parental consent. However, the school must notify the parent of its actions, and the parent has appeal rights as well as rights at the hearing itself.

Use Form:

School Request for a Hearing
Annex F

c. Parent Request for a Hearing:

(1) Following a written request for a hearing by a parent, the principal will respond within 10 days by contacting the local judge advocate's office with a request for a hearing officer. The hearing officer, appointed by the judge advocate's office, will schedule a hearing not sooner than 14 calendar days nor later than 45 calendar days after receipt of the request for a hearing from the parent at a time reasonably convenient to the parent, the student, and the school. These time limits may be waived or altered by mutual consent.

Use Form:

Parent Request for Hearing
Annex D

Use Form:

Response to Parent Request for Hearing
Annex E

(2) Notice to the Parties involved shall be written in English and in the primary language of the home when necessary.

(3) The parent, or his representative, shall have the right to request the attendance of any official, employee, or agent of the region who may possess evidence or testimony relevant to the needs, abilities, proposed programs, or status of the student upon which the proposed action could be based.

d. Student's Status During Proceedings:

During the administrative or judicial proceedings regarding a complaint, unless the school and the parents of the student otherwise agree, the student involved in the complaint shall remain in his/her present educational placement. (In an emergency situation when the health and safety of the student or other persons would be endangered by continuing the present placement, a change in placement may be made earlier by order of a hearing officer.)

e. Parental Request for Assessments:

If the parent requests that an independent assessment be provided through the school, and the region agrees with the request, the cost of the assessment must be at regional expense. If the region does not agree with the parent's request, and the parent presents a complaint, the provisions of an independent assessment at regional expense may become the subject of an impartial due process hearing.

f. Request for Assessments by Hearing Officers:

(1) If a hearing officer requests an independent assessment as part of an impartial due process hearing, the cost of the assessment shall be at regional expense.

(2) Whenever the region pays for the cost of an independent assessment, the region shall establish the criteria

under which the assessment may be obtained, including the location and qualifications of the examiner. These criteria must be the same as the criteria the region uses when it initiates an evaluation.

g. Formal Hearing Rights:

Any party of any hearing has the right to:

(1) Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of exceptional students;

(2) Examine all relevant records with respect to the identification, evaluation, and educational placement of the exceptional student.

(3) Present evidence and confront and cross-examine witnesses.

(4) A record of such hearings (see 2H (5).), and

(5) Written findings of fact and decisions (which findings and decisions shall also be transmitted to the Director/ DoDDS).

h. Formal Hearing Procedures:

The following are procedures for the hearing:

(1) The hearing shall be a closed hearing unless the parents request an open hearing.

(2) The parents shall have the right to a representative of their own choosing, including legal counsel. The region may also be represented by legal counsel.

(3) Full opportunity for examination and cross-examination shall be accorded to each party.

(4) The local school officials shall bear the burden of proof as to facts and to the appropriateness of any intended actions.

(5) A tape recording of the hearing shall be made and shall remain under control of the region. The record of the proceedings shall be available and provided to the parents, or representative, upon request.

(6) Pending a determination by the hearing officer, the school shall take no action to place, to deny placement, or to transfer the student.

(7) The decision of the hearing officer shall be based solely upon the evidence presented at the hearing.

(8) Within 30 days after the hearing, the hearing officer shall render a decision in writing. Such decisions shall include findings of fact and conclusions of law. Copies shall be sent to the local school, the regional director, and to the parent.

i. Hearing Decision Appeal:

(1) Within 10 days after a decision has been received, an appeal of the decision may be made to the DoDDS Director by the parent or by the local school.

(2) The hearing appeal officer, appointed by the Director of DoDDS, shall:

(a) Examine the entire hearing record;

(b) Assure that the procedures at the hearing were consistent with the requirements of due process;

(c) Seek additional evidence if necessary. If a hearing is held to receive additional evidence, the rights in paragraph 2.h. apply;

(d) Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing official;

(e) Make a final decision upon completion of the review; and

(f) Give a copy of written findings and the decision to the parties.

j. Right to File Suit:

Either party dissatisfied with the decision rendered at the appeal level has the right to file suit in a Federal district court.